UCLA Faculty Association

News and opinion from Dan Mitchell since 2009

Friday, July 31, 2026

New Alumni Officers & Board Members

From the UCLA Newsroom: *The UCLA Alumni Association board of directors has elected three new members and four officers whose terms began July 1. The volunteer-led board is made up of alumni who partner with alumni affairs staff to advance the association's mission of enriching the lives of alumni worldwide and engaging them in UCLA's future.*

--

The board's new president, Cinthia Flores (image shown), serves as a quasi-judicial officer adjudicating state labor law matters on the California Agricultural Labor Relations Board, having been appointed by Gov. Gavin Newsom in 2020...

Devon Dickau will serve as the board's new vice president. He is the head of future of work at Google DeepMind, where he collaborates with business leaders to address people and culture challenges in support of responsible AI development and business performance...

The board's new secretary, Sonia Das, is principal attorney at the law offices of Sonia Das, where she focuses on nonprofit organizations and estate planning...

The new treasurer, Chris MacLaughlin, is executive vice president and chief marketing officer at Kestra Holdings, where she leads integrated marketing strategy for a network of financial firms serving wealth management professionals...

--

One incumbent director was reelected for another term, and three directors were elected to new terms. The reelected and newly elected directors of the UCLA Alumni Association board are:

Austin Berke is a founding engineer at Harmonic AI, where he builds and supports a data platform used by leading venture capital firms and enterprises. He previously worked as a software engineer at Microsoft...

Sonya Brooks is a scholar, public servant, community builder and higher education leader whose work is rooted in educational access, student well-being and institutional transformation. She is also the CEO and founder of Beautiful Girls Garden and We Are Our Mothers' Gardens, where she develops STEM, well-being and leadership programming for girls and young women...

Ron Yee is a partner at Wooden's Wisdom, where he coaches individuals and teams to apply the Pyramid of Success and build stronger performance through values-based leadership and team spirit...

Diana Zschaschel is the owner of LA Dental Day Spa and an Army Reserve colonel supporting 15,000 soldiers under the 79th Theater Support Command as the command surgeon. As a dentist, she is leading efforts to expand access to care for individuals with disabilities... She has served on the Alumni Association board of directors since 2021.

The Council of UC Faculty Associations

- Breaking news in faculty grant lawsuit
- OMB Comment-a-thon
- Defend Research Funding
- Trump admin drops appeal in AAUP et al. v. Trump
- 2025: The Year UC Faculty Fought Back and Won

Remaking the University

- Liner Note 55. In the Empire of AI, Universities Will Reinvest or Die (Part 1) - 7/19/2026
- How to Make AI Good for the Humanities (Guest Post) - 6/20/2026
- A Response to the Report on Scholarship in the Humanities and Social Sciences by One of Its Targets (Guest Post) - 6/15/2026

Higher Ed. News & Commentary

- Chronicle of Higher Education
- Inside Higher Education
- Remaking the University
- Changing Universities
- California Professor

Search This Blog

Search

UC Faculty Associations

- UCLA Faculty Association
- UCSB Faculty Association
- UCSC Faculty Association
- UCB Faculty Association
- Council of UC Faculty Associations

Other Faculty Organizations

- American Association of University Professors
- California Faculty Association (NEA)
- UC-AFT

Topics

Full announcement at https://newsroom.ucla.edu/releases/ucla-alumni-association-board-2026. The complete list of board members with their bios is at https://alumni.ucla.edu/board-of-directors/.

Posted by California Policy Issues at 3:35 AM No comments:

Labels: UCLA

The Enacted State Budget

As blog readers will know, yours truly is the guy who notes that the glass is half empty. Now that the enacted state budget is posted, he will point to the following sentence regarding UC:

*Compact Funding Deferral—Maintains a $240.8 million one-time General Fund deferral of the 2025-26 Compact payment, representing a 5-percent base increase in the fourth year of the Compact, to 2027-28.**

And he will point out that nobody can compel a future legislature to do anything. In particular, the current governor will have been termed out in January 2027. The budget for 2027-28 will be enacted six months later.

What about the overall state budget? The table below summarizes the basics:

$ millions	2025-26	2026-27
GF beginning balance	$ 56,707	$ 57,221
Revenues and transfers	$ 245,817	$ 226,754
Expenditures	$ 245,303	$ 251,477
Difference	$ 514	$ (24,723)
GF ending balance	$ 57,221	$ 32,498
Public School beginning balanc	$ 4,509	$ 9,195
Public School ending balance	$ 9,195	$ 9,195
Difference	$ 4,686	$ -
Safety Net beginning balance	$ -	$ -
Safety Net ending balance	$ -	$ -
Difference	$ -	$ -
BSA rainy day beginning balance	$ 11,327	$ 11,496
BSA rainy day ending balance	$ 11,496	$ 15,070
Difference	$ 169	$ 3,574
Total reserves beginning balanc	$ 72,543	$ 77,912
Total reserves ending balance	$ 77,912	$ 56,763
Difference	$ 5,369	$ (21,149)

The Good News is that last year's budget finished in the black, with a small surplus of about $5 billion thanks to the inflow of tax revenue related to AI capital gains. Some of that money went automatically to K-14, thanks to Prop 98. The Bad News is that this year's budget is in deficit to the tune of around $21 billion. Of course, news reports repeated the idea that the budget was "balanced." But although more funding was placed in the "rainy day" fund, it basically came out of the General Fund (GF) reserve. So it went from one reserve into another, and when we look at the sum of all reserves, the total declines. Now, maybe AI will again provide a surprise dose of revenue. Or maybe not. Or maybe we might discover that the AI thing was a bubble that burst. Or maybe...

===

*Source: https://ebudget.ca.gov/2026-27/pdf/Enacted/BudgetSummary/HigherEducation.pdf.

===

politics (2589) UC (2206) UC Regents (1942) health care (1472) State Budget (1300) governor (1154) diversity (1073) UC budget crisis (987) UC-Berkeley (941) pension (664) pensions (594) admissions (591) athletics (569) tuition (545) CSU (433) transportation (404) UC-Davis (383) online education (341) UCOP (321) uc retirement (321) traffic (311) ucrp (302) audio (291) UC enrollment (285) new hotel-conference center (283) UC-San Diego (275) enrollment (265) community colleges (260) LAO (238) UC-Irvine (188) fund raising (179) UC-Santa Barbara (164) UC-San Francisco (162) UC-Santa Cruz (159) controller (156) faculty center (147) UC-Riverside (143) ballot propositions (132) CalPERS (122) UC-Merced (118) Master Plan (116) faculty pay (109) Yudof (90) UCRS retirement (62) parking (62) Faculty Association at UCLA (61) privatization (59) CalSTRS (50) copyright (36) UC Berkeley (35) campus climate survey (28) UCRS (22) Michigan Model (18) UC Merced (17) uc funding (16) Regents (15) State Contribution (14) UCOF (14) faculty recruitment (12) UC pay (7) graduate education (6) UC San Diego (5) UCpolitics (4) UC Irvine (3) teaching evaluation (3) UC Santa Cruz (2)

Blog Archive

▼ 2026 (776)

▼ July (131)

New Alumni Officers & Board Members

The Enacted State Budget

Straws in the Wind - Part 419

Will Harvard Continue to Lead the Charge? - Part 185

Sharing is Caring

Watch the Regents Meeting of July 15, 2026

Straws in the Wind - Part 418 (The Role of Madagas...

Admits

More Union News

Noon and 5 PM Tomorrow

Straws in the Wind - Part 417

State Audit of UC and CSU Sexual Harassment Cases

Pension Payments at Risk - Part 4

Straws in the Wind - Part 416

Note: The table is from https://ebudget.ca.gov/2026-27/pdf/Enacted/BudgetSummary/SummaryCharts.pdf. To estimate the changes in the various reserves last year, I used data from the governor's January 2026 proposal: https://ebudget.ca.gov/2026-27/pdf/BudgetSummary/SummaryCharts.pdf.

Posted by California Policy Issues at 3:30 AM No comments:

Labels: State Budget, UC budget crisis

Straws in the Wind - Part 419

From iHeartRadio: *Stanford University football players are taking a significant step toward collective bargaining in college sports. They have established the first campus chapter of the College Football Players Association (CFBPA), aiming to lay the groundwork for eventual unionization. The initiative, announced on Monday (July 27), does not seek to form a union or classify players as school employees. Instead, it hopes to inspire similar movements at other schools...*

The CFBPA's executive director, Jason Stahl, views this player-led chapter as a precursor to a collective bargaining agreement at the conference level. The association is actively engaging with players from other schools to form additional chapters, with the goal of eventually negotiating with conference leadership. ESPN reports that this initiative comes amid ongoing debates about how to regulate college sports. Some stakeholders advocate for federal legislation, while others see collective bargaining as a viable solution. The Protect College Sports Act of 2026, currently under consideration in Congress, is one such legislative effort...

Full story at https://1340wraw.iheart.com/content/2026-07-27-stanford-football-players-push-for-collective-bargaining/.

Posted by California Policy Issues at 3:20 AM No comments:

Labels: athletics, politics, Stanford

Will Harvard Continue to Lead the Charge? - Part 185

Will Harvard Continue to Lead the Charge? - Part 184
Short on Funds
Do the Math
Straws in the Wind - Part 415
Will Harvard Continue to Lead the Charge? - Part 183
Behind Closed Doors, The Regents Are Discussing Yo...
One Solution for the AI Dilemma
Straws in the Wind - Part 414
Will Harvard Continue to Lead the Charge? - Part 182
Just stay away from Wilshire
Normal
Straws in the Wind - Part 413
Breach
What the expert forgot to do
Straws in the Wind - Part 412
New Regent
The Dangers of AI Decision Making
Parallel Blogs
Dueling Memos at Davis
Straws in the Wind - Part 411
Will Harvard Continue to Lead the Charge? - Part 181
Noon Today
Straws in the Wind - Part 410
Scrutiny
Will Harvard Continue to Lead the Charge? - Part 180
DOJ on UCSD Med School Reporting
Straws in the Wind - Part 409
Don't Respond
Yale Deal - Part 8
Lost Track
Straws in the Wind - Part 408
When is it over? - Part 2
Yale Deal - Part 7 (background)
Union News: Deal with Docs
More on the need for a new Master Plan
Straws in the Wind - Part 407
Watch the Regents Meetings of July 14, 2026
State Cash Report
Straws in the Wind - Part 406
Going Up
Incomplete
Straws in the Wind - Part 405
Grants' Tomb - Part 3 (official)
Fast vs. Slow: Maybe That's Not the Question
ICYMI - Library Thief
Yale Deal - Part 6

From the Harvard Crimson: *Harvard disclosed more than $36 million in gifts from sources attributed to China and Hong Kong that carried financial aid preferences tied to students' countries, nationalities, geographic regions, or international status, according to a Crimson analysis of federal foreign-funding records. But only about $4 million explicitly preferred Chinese or Hong Kong students. Most of the remaining gifts used generic language — such as "preference given to students from a particular country" — without naming the country, and records elsewhere in the database show that the preferred country often differed from the source of the gift.*

The China-linked funding is part of a much broader pattern. Harvard disclosed roughly $210 million in foreign gifts carrying geographic or nationality-based financial aid preferences, more than any other university in the federal database. About $127 million — 61 percent of the total — did not publicly identify the preferred country. These gifts are at the center of a Department of Justice investigation into whether Harvard violated federal civil rights law by accepting foreign funding that carried preferences for students from particular countries...

Full story at https://www.thecrimson.com/article/2026/7/27/doj-harvard-china-financial-aid-data/.

Posted by California Policy Issues at 3:05 AM No comments:

Labels: diversity, Harvard, politics

Thursday, July 30, 2026

Sharing is Caring

The systemwide Senate wants a greater role in UC's online education program:

Sunrise Semester With Dr. David H. Greene **Educational TV 1950s**

July 23, 2026

Yvette Gullatt

Vice President for Graduate and Undergraduate Affairs Vice Provost for Equity, Diversity and Inclusion

Re: Recommendations for UC Online

Dear VP Gullatt:

At the June 24, 2026 meeting, the Academic Council endorsed recommendations developed by the University Committee on Educational Policy (UCEP) regarding the governance and oversight of UC Online. Background Council's endorsement follows several discussions this year regarding UC Online's evolving role, services, and governance. In March, Council met with UC Online's associate vice provost to discuss the unit's strategic direction and the broader context for its work, including persistent challenges related to cross-campus enrollment, course articulation, funding models, data, and operations. In April and June, Council considered UCEP's analysis of deep concerns about UC Online's transparency, the availability of data detailed enough to allow meaningful assessment of its services and outcomes, the lack of independent advisory oversight, and the need for greater Senate consultation and involvement in UC Online initiatives at both the systemwide and campus levels. These discussions informed the recommendations in this letter.

Council recognizes that UC Online can play an important role in supporting faculty, students, and cross-campus educational opportunities. However, as online and hybrid instruction becomes more widespread at UC, the Council is extremely troubled that longstanding issues identified by UCEP and in prior external reviews have not yet been resolved. These include unanswered questions about UC Online's costs and deliverables, and especially its relationship to the Senate in terms of the faculty's authority over academic programs and courses. Council views these as structural and governance problems, not simply matters of communication. They call for a much stronger and more structured partnership between UC Online and the Senate to clarify responsibilities, address recurring problems, and better align UC Online with UC's educational mission.

Request for Comprehensive Assessment of UC Online

Straws in the Wind - Part 404
Grants' Tomb - Part 2 (follow-up)
Yale Deal - Part 5
Today at Noon
Straws in the Wind - Part 403
Everyone is entitled to the Regents' Opinion
Dubinett & Hawgood Testimony
Fast Run
Slow Walk
The Roadmap: Now you see it...
Cuts
Straws in the Wind - Part 402
Removed
Let's do it again, let's do it again, let's...
Testing not on the agenda
Unrelated
Straws in the Wind - Part 401
Yale Deal - Part 4 (If at first, you don't succeed...
The Absent Word
Delivery?
Straws in the Wind - Part 400
Where are the numbers?
Potential New Construction in Westwood
Straws in the Wind - Part 399
Yale Deal - Part 3
Another Milliken Interview
TMT
Straws in the Wind - Part 398
Two Months of the Guv
Will Harvard Continue to Lead the Charge? - Part 179
No Change?
Straws in the Wind - Part 397
Avoid Hacking: Just say no
Good Health to You
Straws in the Wind - Part 396
Our Quarterly Reminder
Will Harvard Continue to Lead the Charge? - Part 178
Yale Deal - Part 2
Tomorrow at 9 AM
Straws in the Wind - Part 395
Ballot Clutter
This will be hard (but not impossible!) for the Re...
Novel Regent
Straws in the Wind - Part 394
Just so you know...
Will Harvard Continue to Lead the Charge? - Part 1...
Baseball Question
Straws in the Wind - Part 393

Council recommends that the Office of Graduate, Undergraduate and Equity Affairs (GUEA) initiate a comprehensive assessment of UC Online or conduct a formal external audit. It should examine the unit's organizational structure, budget and expenditures, services to faculty and students, and active course offerings. It should also analyze data sufficient to understand how UC Online is being used, including the number and types of active courses; the academic credit students receive and requirements those courses satisfy; course-level patterns of cross-campus enrollment, including the factors driving growth and areas that may warrant review; and the distribution of UC Online's services across campuses and student populations.

The assessment should do more than restate issues identified in numerous previous reviews. It should identify the corrective actions needed to address ongoing problems, including those related to course articulation, data reporting, funding flows, and evaluation of educational outcomes, and the offices responsible for carrying them out, and a timeline for doing so. Advisory Oversight and Reporting Council also recommends restructuring the UC Online Advisory Council to ensure it has sufficiently independent leadership and a defined responsibility for more objective review and oversight. The Advisory Council should serve as a forum for regular, two-way communication between UC Online and Senate representatives, with an established process for considering Senate concerns and priorities.

An independent advisory structure would help ensure that the council can provide meaningful advice regarding UC Online's strategic direction, performance, and relationship to broader UC educational initiatives. In addition, Council recommends that UC Online address the inadequacy of its current documentation by committing to providing significantly more complete and accessible information about its activities on a regular basis. This should include substantive annual reports with relevant data, analysis, and evaluation; an up-to-date catalog of active course offerings; a detailed organizational chart with specific roles and areas of management; and a user-friendly navigation dashboard with clear descriptions of both the services available to faculty and students and how to access them. These resources should be made available to enable campuses, faculty, and students to understand what UC Online offers, how to access its services, and how its activities contribute to the University's educational mission.

Shared Governance

Council recommends that GUEA establish clearer processes for partnering with the Senate on educational initiatives that involve UC Online, particularly as UC Online is increasingly asked to support initiatives beyond its original role in online course development and cross-campus enrollment. Some recent initiatives, including the Global Language Network, the National Education Opportunity Network dual enrollment pilot, and cross-segment online course development efforts, lacked the necessary Senate consultation. These examples illustrate the need for clearer roles, timelines, and collaborative processes.

While the initiatives may advance legitimate educational goals and provide opportunities for UC Online to offer valuable operational support, they also raise questions about course development, instructional standards, credit and articulation, and faculty participation in the development and delivery of courses and programs, all of which require early and sustained engagement with the Senate. While Council does not aim to direct UC Online's administrative operations or limit its capacity to support systemwide initiatives, it does seek to ensure that initiatives affecting academic programs, course development, instructional standards, credit, articulation, or related educational policy are initiated only after timely and substantive faculty engagement.

Early consultation would allow UC Online to contribute its operational expertise while ensuring that initiatives appropriately reflect Senate authority, campus processes, and faculty perspectives.

Ongoing Assessment of UC Online

Finally, Council recommends that UC Online, with guidance from GUEA, develops a more systematic approach to assessing outcomes. Relevant measures should include student and faculty experiences with UC Online, course completion and subsequent academic performance, the effectiveness of instructional and technical support, and the costs and educational benefits associated with cross-campus course offerings. These assessments should inform strategic planning efforts and provide a sound basis for future decisions about UC Online's role and resource needs.

Council also recognizes that the Senate has work to do. Council will ask UCEP, in consultation with Senate leadership and Senate divisions as appropriate, to identify relevant Senate policy questions, gather campus-level information about the use and impact of UC Online, and recommend any Senate processes needed to support more effective oversight, and online and

New Berkeley Institute

No Bond?

Ignore - Report - Delete

250

Donor Database

Straws in the Wind - Part 392

Members Needed

Interview

Upcoming Regents Agenda: July 14-15, 2026

Donation

Straws in the Wind - Part 391

Will Harvard Continue to Lead the Charge? - Part 176

You'll Just Have to Wait

Ka Ching!

If you missed them

Straws in the Wind - Part 390

Yale deal?

You have to read between the lines

Limited Hours and Service

► June (101)

► May (104)

► April (110)

► March (111)

► February (106)

► January (113)

► 2025 (1139)

► 2024 (832)

► 2023 (828)

► 2022 (719)

► 2021 (710)

► 2020 (914)

► 2019 (671)

► 2018 (595)

► 2017 (666)

► 2016 (715)

► 2015 (765)

► 2014 (704)

► 2013 (776)

► 2012 (839)

► 2011 (738)

► 2010 (431)

► 2009 (12)

Contributors

- California Policy Issues
- Toby Higbie
- UCLA Faculty Association

cross-campus instruction. The Academic Council appreciates the work of GUEA and UC Online in advancing educational access and innovation.

We share these recommendations to foster a productive conversation and subsequent action so that UC Online can better serve faculty and students while operating within a transparent and effective shared governance framework. **Council requests that GUEA and UC Online develop a concrete plan for resolving these issues and report back to Council within the next academic year. Council expects the plan to be developed in consultation with appropriate Senate bodies.** We welcome the opportunity to discuss these recommendations with you in more detail and identify immediate next steps.

Sincerely,

Ahmet Palazoglu

Chair, Academic Council

cc: Academic Council Provost & Executive Vice President Newman, Associate Vice Provost Moe, Senate Division Executive Directors, Senate Executive Director Lin

---

Source: https://senate.universityofcalifornia.edu/_files/reports/council-chair-to-guea-uc-online-recommendations.pdf.

==

Curious about the image above? Today's online education had a predecessor: College education for credit on TV in the 1950s:

https://dn601209.us.archive.org/0/items/labor-classes/Online%20education%20predecessor%20Sunrise%20Semester%201950s%20TV.mp4
.

Posted by California Policy Issues at 3:35 AM No comments:

Labels: online education, UC

Watch the Regents Meeting of July 15, 2026

The second day of the Regents meetings of July 14-15 began with public comments. Public comments dealt with the SAT issue, the Hawaiian telescope, funding for professional students, public transportation, a "boarding" crisis in ERs, UC hiring of undocumented students, a project labor agreement for UC, and remote work at UC. There was a brief demonstration thereafter but a warning seemed to bring it to a halt without a full halt of the meeting. (It was unclear who was demonstrating.)

There were then presentations by representatives of student government, grad and undergrad. There is a certain kabuki element in these presentations. Students denounce the Regents and/or their policies, and then they are thanked for their service. It's a bit like the budget kabuki in which the governor is always thanked for whatever allocation he proposes, and then UC lobbies for more. (Maybe yours truly has grown a bit jaundiced about these traditions!)

Various student awards were presented including one to a UCLA student who has assisted in advocacy in the face of federal grant cuts.

A report on retention and graduation rates was presented. Among UC's goal is a 90% 6-year graduation rate. The current rate is 86%. One Regent indicated that there was a conflict between the advocacy for returning to the SAT and the fact that graduation rates were generally rising. Another Regents asked, however, whether it is getting easier to graduate.

At Academic and Student Affairs, there was a review of high school A-G courses needed to qualify for admission to UC. A = History and Social Science, B = English, C = Math, D = Science, E = Language, F = Visual and Performing Arts, G = College Prep Electives. These

standards go back the late 19th century and have evolved over time. Most high schools offer A-G. Those that don't can take advantage of online versions. There is a teacher shortage problem with regard to some topics. Also, there are dual enrollment options with community colleges. A concern now is incorporating AI into the curriculum.

As the agenda suggested, there was not a discussion of the SAT, although a student observer opposed going back to the SAT requirement.

The Committee also heard discussion of international education including study abroad programs and exchange students from abroad who come to UC.

Finally, there was discussion of the return on investment in a UC degree. It was acknowledged that graduating students are facing a low-turnover labor market and that AI is being used to screen job applicants.

At Finance and Capital Strategies, Regent Makarechian - who is often critical of UC construction cost estimates - praised a UC-Irvine project for its low cost and high quality. The state budget allocation for UC was praised despite the "deferral" of certain compact payments. (See the kabuki comments above.) It was noted the although UC has been successful in getting existing grants restored, federal approval of renewals and new grants is sluggish.

The Regents endorsed the housing bond on the November ballot which contains funding for student housing. National Lab fee income was budgeted. New Regents were excluded from access to classified information. And committee reports were approved.

As always, we preserve recordings of Regents meetings since the Regents have no policy on retention duration. You can see the July 15th meeting at the link below:

https://archive.org/details/regents-7-15-2026.

Posted by California Policy Issues at 3:30 AM No comments:

Labels: admissions, UC budget crisis, UC Regents, UC-Irvine, UCLA

Straws in the Wind - Part 418 (The Role of Madagascar in the Industrial Revolution)

From TechSpot: ...*Modern problems require modern solutions – according to the meme. In this case, the issue is students using AI to cheat on assignments. The solution, used to great effect by one professor, was to hide a white-colored font in the assignment prompt telling the AI to talk nonsense about an unrelated subject. In an online discussion post, Alcorn State University history professor Dr. Jason Gibson posed a question that represented part of his students' midterm. It was about the Industrial Revolution, but knowing how many students now rely solely on artificial intelligence for their answers, he secretly embedded instructions telling the AI to include information about Madagascar in a way that makes no sense.*

Being written in white text meant the instructions were invisible. Sure enough, 32 out of the 35 students across two classes simply copied the question, pasted it into a chatbot, then copy and pasted its output into the answer window. Had any of these cheaters even bothered to check what the AI had generated, they'd likely have noticed the strange references to the island country constantly appearing in an essay about the Industrial Revolution...

Full story at https://www.techspot.com/news/113243-professor-invisible-prompt-trap-catches-32-students-cheating.html.

See it to believe it:

https://dn800307.us.archive.org/0/items/sacramento-city-at-risk/AI%20Cheating%20-The%20Role%20of%20Madagascar%20in%20the%20Industrial%20Revolution.mp4.

Posted by California Policy Issues at 3:20 AM No comments:

Labels: Alcorn State U, plagiarism

Wednesday, July 29, 2026

Admits

UC news release: *The University of California announced today (July 29) a record year for California admissions, offering 102,031 California first-year students admission for fall 2026, the highest number in University history. The preliminary admissions results reflect UC's long-standing commitment to serving California, where approximately 85% of the University's currently enrolled undergraduate students are state residents.*

The number of California first-year students admitted increased by 1,458 from fall 2025 when the University admitted 100,573 students. The fall 2026 admission rate for first-year California residents increased to 78% from 77% the prior year. The University received over 205,000 first-year applications for fall 2026, demonstrating sustained demand for a UC education. Overall, the University accepted 153,272 first-year students — including California residents and nonresidents.

The University is committed to expanding access for qualified California residents. The UC 2030 capacity plan set a goal of adding 17,000 in-state undergraduates by 2030, and the University is currently on track to meet that target. This aligns with UC's Multi-Year Compact with the state, which requires UC to increase California undergraduate enrollment by at least one percent annually to receive state funding increases...

Full release at https://www.universityofcalifornia.edu/press-room/uc-admits-record-number-california-students.

Data tables at https://www.ucop.edu/institutional-research-academic-planning/_files/factsheets/2026/admissions-fact-sheet-data-tables.pdf.

Posted by California Policy Issues at 9:04 AM No comments:

Labels: admissions, UC

More Union News

From KQED: *The University of California is confronting a large unionization effort among employees who have historically stayed outside of unions: doctors. At Zuckerberg San Francisco General Hospital on Thursday, doctors and physicians announced their plans to form a union with SEIU Doctors United — a partnership between Doctors Council, Service Employees International Union and Committee of Interns and Residents that represents more than 45,000 doctors nationwide. The move points to a marked shift in the healthcare industry, where in the past, it has been somewhat rare for generally highly paid doctors to form unions.*

...Attending physicians at UC, who make clinical decisions and often supervise residents and medical students, said they are stretched thin with unsustainable patient loads, understaffing and less decision-making power — concerns often echoed by nurses and other patient care workers with higher union participation rates... UC declined to comment on the attending physicians' organizing campaign. About $24 billion, nearly 40% of the university's total revenue last year, came from its six academic health centers, serving 2.5 million Californians. UC is the state's second largest employer...

Full story at https://www.kqed.org/news/12092485/uc-doctors-seek-to-unionize-10000-colleagues-in-massive-campaign.

Posted by California Policy Issues at 3:35 AM No comments:

Labels: health care, UC

Noon and 5 PM Tomorrow

The 2026 UCLA Journey Toward Retirement Series Tomorrow, July 30

Steps to take as you prepare to retire with UC:

Noon registration:

https://fmr.zoom.us/webinar/register/WN_Wm31fp4DSv2vY-X0zC-DZg#/registration

---

5 PM registration:

https://fmr.zoom.us/webinar/register/WN_iT6UvUHnTfixeqCENvFN3g#/registration

Posted by California Policy Issues at 3:30 AM No comments:

Labels: uc retirement, UCLA

Straws in the Wind - Part 417

From Inside Higher Ed: *Colorado is the latest state targeted by the Department of Justice for its in-state tuition policies for undocumented students. The DOJ has sued 14 other states for allowing undocumented students to pay in-state tuition, three of which quickly agreed to end those policies. One case was dismissed and another ended in a win for the DOJ in federal court. Colorado passed a law in 2013 establishing that undocumented students could qualify for in-state tuition if they met certain residency requirements or had graduated from a high school in Colorado. In its filing, the DOJ argued that the state's policy is unlawful because it extends lower tuition rates and state financial aid opportunities to undocumented students that are not available to out-of-state students who are U.S. citizens. It also claims the policy encourages illegal immigration...*

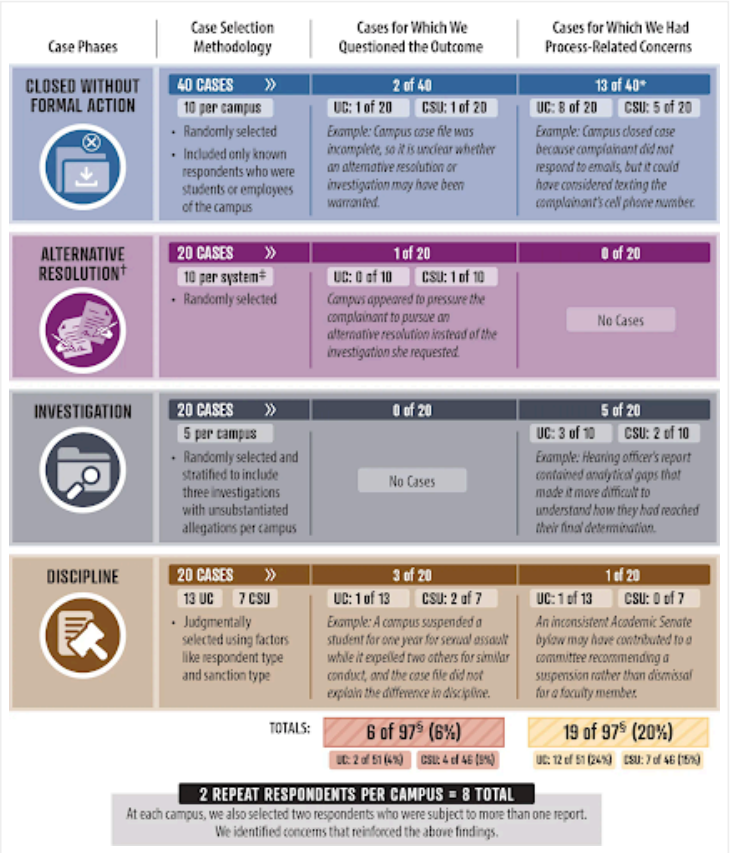
Full story at https://www.insidehighered.com/news/quick-takes/2026/07/28/doj-sues-colorado-over-state-tuition-noncitizens.

Posted by California Policy Issues at 3:20 AM No comments:

Labels: diversity, politics, U of Colorado, U of Northern Colorado

Tuesday, July 28, 2026

State Audit of UC and CSU Sexual Harassment Cases


Case Phases
Case Selection Methodology
Cases for Which We Questioned the Outcome
Cases for Which We Had Process-Related Concerns
CLOSED WITHOUT FORMAL ACTION
40 CASES
10 per campus
Randomly selected
Included only known respondents who were students or employees of the campus
2 of 40
UC: 1 of 20
CSU: 1 of 20
Example: Campus case file was incomplete, so it is unclear whether an alternative resolution or investigation may have been warranted.
13 of 40*
UC: 8 of 20
CSU: 5 of 20
Example: Campus closed case because complainant did not respond to emails, but it could have considered texting the complainant's cell phone number.
ALTERNATIVE RESOLUTION†
20 CASES
10 per system‡
Randomly selected
1 of 20
UC: 0 of 10
CSU: 1 of 10
Campus appeared to pressure the complainant to pursue an alternative resolution instead of the investigation she requested.
0 of 20
No Cases
INVESTIGATION
20 CASES
5 per campus
Randomly selected and stratified to include three investigations with unsubstantiated allegations per campus
0 of 20
No Cases
5 of 20
UC: 3 of 10
CSU: 2 of 10
Example: Hearing officer's report contained analytical gaps that made it more difficult to understand how they had reached their final determination.
DISCIPLINE
20 CASES
13 UC
7 CSU
Judgmentally selected using factors like respondent type and sanction type
3 of 20
UC: 1 of 13
CSU: 2 of 7
Example: A campus suspended a student for one year for sexual assault while it expelled two others for similar conduct, and the case file did not explain the difference in discipline.
1 of 20
UC: 1 of 13
CSU: 0 of 7
An inconsistent Academic Senate bylaw may have contributed to a committee recommending a suspension rather than dismissal for a faculty member.
TOTALS:
6 of 97§ (6%)
UC: 2 of 51 (4%)
CSU: 4 of 46 (9%)
19 of 97§ (20%)
UC: 12 of 51 (24%)
CSU: 7 of 46 (15%)
2 REPEAT RESPONDENTS PER CAMPUS = 8 TOTAL
At each campus, we also selected two respondents who were subject to more than one report. We identified concerns that reinforced the above findings.

June 30, 2026

2025-050

The Governor of California

President pro Tempore of the Senate

Speaker of the Assembly

State Capitol

Sacramento, California 95814

Dear Governor and Legislative Leaders:

As required by Education Code section 67382.1, my office conducted an audit of the efforts of the University of California (UC) and the California State University (CSU) to address and prevent sexual harassment. In general, we determined that UC and CSU have improved their responses to sexual harassment but should take further action to protect their campus communities.

Our review included a selection of two campuses in each system—UC Irvine, UC Riverside, Cal Poly San Luis Obispo, and Sacramento State—and primarily focused on how these four campuses responded to reports that students or employees (respondents) had engaged in sexual harassment toward others (complainants). We reviewed 97 cases and found six with substantive issues. For example, in one case that a campus closed without taking formal action, it was unclear whether the campus had met with a complainant who was interested in pursuing a formal process and had requested a meeting. In another case, a complainant stated that she wanted the campus to investigate her report, but the campus appeared to have pressured her to pursue an alternative resolution agreement instead. We also observed inconsistencies in the discipline that campuses imposed on respondents following investigations.

Campuses could more consistently implement best practices to better prevent and address sexual harassment. For instance, the campuses closed several cases without taking formal action because complainants had not responded to email outreach, but the campuses did not document consideration of any other outreach methods, such as phone calls or text messages. Additionally, although investigators or hearing officers reached reasonable determinations in each investigation case we reviewed, some case reports contained analytical gaps or problematic language that may have reduced the involved parties' confidence that the outcomes were fair.

The UC and CSU system offices oversee campuses' efforts, and we make several recommendations to these offices to develop or update guidelines for their campuses, including to help improve campuses' communication with complainants, ensure the quality of hearing officer reports, and increase consistency in disciplinary outcomes.

Respectfully submitted,

GRANT PARKS

California State Auditor

Source: https://www.auditor.ca.gov/reports/2025-050/.

===

Full report at https://www.auditor.ca.gov/wp-content/uploads/2026/06/2025-050-Report-WP.pdf.

Pension Payments at Risk - Part 4

Blog readers may recall our earlier postings on a pension fraud involving UCRP. The fraudsters used persuasive tactics to gain access to various retiree pension accounts and diverted their payments.*

We now have a more complete understanding of the various failures that allowed the fraud to occur courtesy of Professor-Emerita Amy Block Joy of UC-Berkeley. (She is also chair of CUCEA.) Her "case study" of the fraud is at:

https://www.acfe.com/acfe-insights-blog/blog-detail?s=direct-deposit-social-engineering-case-study.

Excerpt: *Investigations found that this scheme resulted in 345 cases of suspected fraud. A total of $885,939 in fraud was intercepted and stopped across 47 accounts, with $154,507 in funds lost in 10 of them. (The Pension Office later reimbursed all members who endured losses to their accounts.)*

If you are receiving a UC pension, you should check each month that the appropriate funds were transferred to your bank.

===

*Our earlier postings on this pension fraud are at:

https://uclafacultyassociation.blogspot.com/2026/02/pension-payments-at-risk-part-3.html;
https://uclafacultyassociation.blogspot.com/2026/01/pension-payments-at-risk-part-2.html.

Posted by California Policy Issues at 3:30 AM No comments:

Labels: email fraud, ucrp

Straws in the Wind - Part 416

From the NY Times: *The Middle East campuses of American universities are expecting — or perhaps just hoping — to be open for classes as usual for the coming semester, even as the United States' conflict with Iran poses new risks in the region. Some American schools have long run programs in Qatar and the United Arab Emirates. The war, however, meant that students spent much of the spring semester enduring shutdowns, evacuations, online courses and other emergency measures. But the unraveling of the cease-fire between Washington and*

Tehran is not yet curbing universities' ambitions to teach as they ordinarily would in the Middle East.

...For American universities, campuses in wealthy Persian Gulf states can offer new revenue and welcome clout. Those perks, though, come with sporadic political headaches at home, reputational perils and regional safety concerns. After a strike on a physics building at a university in Tehran, Iran's Islamic Revolutionary Guards Corps warned in March that "American universities in the West Asia region are legitimate targets for us." By then, American schools had begun closing campuses and turning to remote classes. But the relative lull of recent months left many administrators encouraged and publicly optimistic that the campuses would be able to run normally as students return for another semester...

Full story at https://www.nytimes.com/2026/07/24/us/middle-east-campuses-american-universities.html.

Posted by California Policy Issues at 3:20 AM No comments:

Labels: fund raising

Will Harvard Continue to Lead the Charge? - Part 184

From the Harvard Crimson: *Roughly 150 staff in Harvard's Alumni Affairs and Development office will be required to work in person twice a week beginning the week of Oct. 5, prompting fierce pushback from employees who accused administrators of ignoring contractual flexible-work protections. Employees in the FAS Development and AA&D's Advancement Communications, Events, and Donor Relations teams were informed by their supervisors Tuesday of the new requirement, according to emails obtained by The Crimson. The policy was initially scheduled to take effect in September. But AA&D leaders later pushed the start date to Oct. 5 after realizing the first required in-office day for some staff would fall on Yom Kippur.*

...AA&D leader Jim Husson had begun shifting the organization toward in-person work months before this week's announcement, according to six people familiar with the office. Some teams were encouraged — or strongly encouraged — to come in for in-person "anchor days" earlier this year... Still, the decision drew immediate pushback from staff and union representatives. During an all-staff town hall Wednesday, Harvard Union of Clerical and Technical Workers representative John Baglione addressed his "union siblings" after Husson delivered opening remarks. Senior Director of Human Resources Shannon Gerah told Baglione that there was only time for a short comment on the new policy and said HUCTW had been consulted about the change...

*Baglione called the return-to-office requirement a "regressive pay cut" that could "destroy productivity" and "hinder our climate goals." ...Baglione argued that AA&D leaders had failed to demonstrate a need for more in-office work... "It's not good enough that 'everyone else is doing it,'" he wrote. "**This is Harvard, we set the standard**." ...*

Full story at https://www.thecrimson.com/article/2026/7/27/aad-office-mandate/.

Posted by California Policy Issues at 3:10 AM No comments:

Labels: Harvard

Monday, July 27, 2026

Short on Funds

From the Daily Bruin: *UCLA's political science department cut teaching assistant and reader positions in response to a budget deficit... Each teaching assistant position cut by the department reduces enrollment capacity in political science courses by roughly 60 students...*

UCLA is projected to run a $220 million budget deficit for the 2025-26 academic year, Interim Chief Financial Officer Reem Hanna-Harwell announced in a March 26 campuswide email. Hanna-Harwell's estimate came more than a month after former CFO Stephen Agostini alleged to the Daily Bruin that the university had a $425 million budget deficit for the 2025-26 academic year. Chancellor Julio Frenk announced Agostini was no longer CFO days after the Daily Bruin published his allegations. Hanna-Harwell said higher deficit estimates previously reported were inaccurate, as they included spending requests that had not yet been approved.

The political science department said in an emailed statement that it does not plan to reduce undergraduate seminars for the 2026-27 academic year but did not answer specific questions about whether or not it cut teaching assistant and reader positions. The UCLA Department of Mathematics also limited hours for teaching assistants and eliminated paid graders – who read and grade students' exams – in response to university-wide budget cuts...

Full story at https://dailybruin.com/2026/07/22/amid-budget-deficit-political-science-department-cuts-tas-shrinks-course-capacities.

Comment: It would be nice to see final the UCLA budget numbers for last year as well as estimates for the current year. Might be helpful for, you know, like planning.

Posted by California Policy Issues at 3:35 AM No comments:

Labels: UCLA

Do the Math

A Call for the Ethical Use of AI in Mathematics

The Leiden Declaration provides a framework for human-centered math research

Published Date: July 20, 2026

Story by: Michelle Franklin

UC-San Diego Today

There is not an industry or field of research that hasn't been upended by the rapid development of artificial intelligence. The speed with which AI is changing the landscape of every facet of life makes it difficult to create thoughtful, human-centered policies around its use.

The field of mathematics finds itself at an inflection point. AI would not exist without math but there is concern that AI is being positioned as a replacement for mathematicians–able to solve longstanding open problems in a fraction of the time it would take a human. Yet AI corporations are less than transparent about their methodologies: how the problems are solved, which data the AI was trained on, and how the data will be used.

To create a framework for thoughtful consideration of AI use in the field, a group of mathematicians created the Leiden Declaration on Artificial Intelligence and Mathematics. The declaration, named for Leiden University in the Netherlands, calls on AI corporations and practitioners to act responsibly to ensure the continued flourishing of mathematics as a discipline.

One of the authors is Karthik Ganapathy, Stefan E. Warschawski Postdoctoral Fellow in UC San Diego's Department of Mathematics. In this 1Q, 1A, he tells us why the Leiden Declaration was necessary.

What are the dangers of unchecked AI use in mathematics?

Mathematics is a remarkably deliberative field; the direction of research is often the result of years of deep thought among subcommunities of mathematicians across generations, a process that remains the hallmark of basic research. While many of us welcome new technology that can help advance human knowledge, the economic and political factors at play are a cause for concern. Specifically, the increased intervention of AI companies poses a direct challenge to the autonomy of the discipline due to a stark imbalance of power between these companies and the mathematical community.

In an era of underfunding for higher education and precarious academic employment, the tech industry has successfully offered intellectually stimulating opportunities that many researchers find attractive. This growing corporate involvement, however, raises the critical risk that research questions may come to be prioritized because of their amenability to automated mathematics rather than their deeper intrinsic value.

This threat is further compounded by strong incentives for the technology industry to overstate the capabilities of their products and prematurely claim breakthroughs through press releases and blog posts, driven by the constant pressure to outpace their competitors.

This asymmetry is precisely why the Leiden Declaration is necessary. By establishing minimal baselines for scientific integrity that have obtained broad agreement among mathematicians, the declaration hopes to insulate the discipline from market forces, ensuring that the scope and depth of mathematical research remain guided by intellectual significance.

Source: https://today.ucsd.edu/story/leiden-declaration.

Posted by California Policy Issues at 3:30 AM No comments:

Labels: UC-San Diego

Straws in the Wind - Part 415

From Reuters: *The U.S. Department of Education said on Wednesday it launched new probes into five medical schools over their admissions practices, marking the latest attempt by President Donald Trump's administration to crack down on diversity initiatives. The Education Department's office for civil rights launched probes against the Dartmouth College Geisel*

School of Medicine, East Carolina University Brody School of Medicine, St. Louis University School of Medicine, Western University of Health Sciences, and William Carey University College of Osteopathic Medicine, the department said in a statement.

The statement said the probes were linked to alleged racial discrimination in admissions but it did not elaborate further, opens new tab or provide evidence for those allegations. It noted Trump's broader crackdown on diversity, equity and inclusion practices. East Carolina University told local media it complied with state and federal law as well as court rulings and that it would respond accordingly to the Education Department. Dartmouth College also said it remained confident in its admissions practices...

Full story at https://www.reuters.com/legal/government/us-education-department-probes-five-medical-schools-over-admissions-practices-2026-07-23/.

Posted by California Policy Issues at 3:20 AM No comments:

Labels: Dartmouth, diversity, East Carolina State U, health care, Saint Louis U, Western U of Health Sciences, William Carey U

Will Harvard Continue to Lead the Charge? - Part 183

From Inside Higher Ed: *Alan Garber's lawyer told him he shouldn't speak at the Economic Club... in the midst of his institution's protracted legal battle with the Trump administration over federal research funding. The Harvard University president did so anyway, spending almost an hour in a friendly interview with David Rubenstein, a Harvard donor and co-founder of the private equity firm the Carlyle Group. Throughout the interview, Garber argued that Harvard's legal battle with the federal government—which has sought to cut off $2.2 billion in research funding over allegations that the university mishandled antisemitism on campus—could have far-reaching consequences not only for Harvard and the higher education sector but also the nation.*

Though Harvard won the first round in its legal battle last fall when a federal judge determined that the funding freeze was illegal, a Trump administration appeal is still playing out. The Department of Justice also sued Harvard in February, alleging the university was slow-walking responses to an investigation into its admissions processes. (Harvard has denied the claims in the DOJ lawsuit.) ...

Garber added that while research universities and the federal government have long had a strong relationship, the fight threatens to imperil the nation's standing in science and technology, which raises concerns not just for higher education but also for the national interest. He later noted that while universities are pursuing philanthropy, corporate partnerships and cost reductions to mitigate the impact of the funding cuts, ultimately "nobody can replace the federal government."

Rubenstein also asked about the exodus of scientists and other researchers to countries such as China, though Garber noted that is not an issue for Harvard. He said he was more concerned about the declining inflow of talent due to restrictions on international students, including the recently proposed effort to limit the amount of time they can study in the U.S. But even as international enrollments slip across the country, Garber said, the numbers have held strong for Harvard, though the university has seen shifts. Some schools on campus have welcomed fewer international students, he said, while others have seen stronger numbers.

Rubenstein also asked him how Harvard has taken the fight to Capitol Hill through lobbying efforts. To date, Garber said, he's met with an estimated 160 members of Congress. While some have been "hostile," he said he's had more good than bad meetings with lawmakers...

Full story at https://www.insidehighered.com/news/governance/executive-leadership/2026/07/24/harvard-president-discusses-federal-fight.

Posted by California Policy Issues at 3:10 AM No comments:

Labels: diversity, Harvard, politics

Sunday, July 26, 2026

Behind Closed Doors, The Regents Are Discussing You-Know-What

On Tuesday, the Regents will meet behind closed doors to discuss UC's conflict with the feds:

TO THE REGENTS OF THE UNIVERSITY OF CALIFORNIA:

Because the membership of the Advisory Group on Research and Programs Funding Legal Issues ("Advisory Group") includes five members of the Regents' Governance Committee, Compliance and Audit Committee, Finance and Capital Strategies Committee, Health Services Committee, Investments Committee, National Laboratories Committee, and the Public Engagement and Development Committee there exists the potential for having present a quorum of a Regents' Committee when the advisory committee meets.

This notice of meeting is served in order to comply fully with pertinent open meeting laws.

On Tuesday, July 28, 2026, there will be a Closed Session, Special Meeting of the Regents' Governance Committee concurrent with the Advisory Group to discuss Research and Programs Funding Legal Issues (Closed Session Statute Citation: Litigation [Education Code section 92032(b)(5)].)

The meeting will convene at 4:00 p.m. at 1111 Franklin Street, Oakland and adjourn at approximately 5:00 p.m.

(Advisory Group members: Regents Anguiano, Chu, Cohen, Hernandez, Makarechian, Matosantos, Milliken, Reilly, Robinson, Sarris, and Sures)

Source: https://regents.universityofcalifornia.edu/regmeet/july26/meeting-notice_federal-july-28-2026.pdf.

===

Sometimes, these meetings are scheduled for 30 minutes, sometimes for an hour. This one is scheduled for an hour. Does that mean there is more to discuss? Who knows?

Posted by California Policy Issues at 6:51 AM No comments:

Labels: politics, UC Regents

One Solution for the AI Dilemma

*The **U of Chicago Law School** has a solution to the AI dilemma. Here it is:*

Rethinking Legal Education in the AI Era

Overview

Artificial Intelligence is already impacting higher education and the legal profession, and the pace of change appears only to be accelerating. It is thus critical for us to use this moment to carefully reflect on how legal education should adapt. This memo describes the approach we are taking to legal education in the AI era.

The University of Chicago Law School has long been committed to providing our students with the most rigorous legal education possible. This commitment manifests itself through our faculty's dedication to teaching, our culture of challenging ideas through Socratic questioning and debate, and our grading policies that motivate students to engage with the material and that convey informative assessments of student performance to prospective employers. With AI disrupting higher education, our commitment to rigorous legal education also must mean openness to even rapid adaptation.

A willingness to rethink our practices is consistent with our law school's long history of innovation. We were the first law school to conceive of legal education as a graduate-level program and award the Juris Doctor degree. We also made pioneering contributions to interdisciplinary legal education that incorporates insights from the humanities, social sciences, and other academic disciplines, and to the creation of legal aid clinics that brought students into real-world cases.

We began the process of reflecting on how we should adjust our teaching in response to AI shortly after OpenAI publicly released ChatGPT at the end of 2022. Our law school formed an AI committee in early 2023 and began releasing policies and guidance on the use of AI. Since then, we have added an AI module into our first-year legal research and writing program, introduced several upper-level courses on AI and the law, founded an AI Lab to teach our students how to develop AI tools to help improve access to justice, and negotiated licenses with leading AI companies so that our students, faculty, and staff have access to the resources used by practicing lawyers.

Over the last year, we embarked on a more ambitious effort to reflect on how we should adapt our curriculum and policies in response to AI. This effort included extensive consultation with our community, including alumni, leaders of law firms, business leaders, legal technology executives, and law firm associates, as well as internal stakeholders at the Law School, including our faculty, staff, and students. We also surveyed the emerging academic and professional literature on how AI is changing legal practice and student learning, and how law schools can and should respond. And we have had steadfast support from our University of Chicago leadership, who have championed a skeptical, ethical, and ambitious approach to AI.

The feedback we have received throughout this process has been consistent: We need to ensure that our students actually learn to think critically, strategically, and independently without relying on AI; but we also must face the reality that AI tools are already widely available to our students, and our graduates will be expected to be prepared to use them in legal practice.

Our Strategic Vision

Based on what we learned from our consultations this year and our experience over the past three years, we have developed a strategic vision of how we should adapt legal education to the AI era. That vision has three themes:

1. Developing AI-resilient pedagogy and assessment;
2. Elevating the "essential human" skills that distinguish excellent lawyers; and
3. Teaching the responsible, effective, and ethical use of AI.

First, rather than attempting to ban AI or to ignore its risks to learning, our pedagogy and assessment should be designed to ensure our students learn how to think critically and solve legal problems with sound professional judgment. We thus need to ensure that our students do not rely on AI-provided shortcuts that help them produce easy answers but stunt intellectual growth. This requires rethinking the technology we allow in our classrooms, the tasks we assign our students, and the way we assess our students' performance.

This requires developing AI-resilient pedagogy, by which we mean modes of classroom interaction and performance evaluation that reward students' effortful and sustained engagement with the material, and discourage the offloading of work to AI tools. AI-resilient pedagogy does not mean trying to prevent all student use of AI. We do not want to deter uses of AI that can increase students' effort and engagement, such as asking AI to clarify background concepts while reading before class or asking AI to generate practice problems while studying.

Second, AI may transform the legal profession, but many aspects of legal practice are likely to remain the domain of humans, not merely because humans are good at them, but because clients, employers, judges, and society will want humans to perform them. Among others, these aspects of legal practice are likely to include oral advocacy, strategic judgment, critical thinking, and developing and maintaining relationships with clients and stakeholders. To be sure, there are ways in which AI can assist humans with these tasks. But legal education should renew its focus on training students for the aspects of legal practice for which humans are likely to remain essential.

Third, AI is already a pervasive part of legal practice and will become more so. It is simply unrealistic to think that students and lawyers will not use AI. But legal technology is changing rapidly, and there is no guarantee that the specific AI tools or techniques that are ascendant today will be useful when current students enter practice. Thus, AI skills training requires more than producing students who can use the tools that are currently part of legal practice. Law schools must give students the analytical skills and theoretical toolkit to adapt as technologies change. This is how we will ensure that our students learn how to use AI responsibly, effectively, and ethically.

We believe that these three components of our strategic vision are consistent with the Law School's longstanding commitment to rigorous legal training and with emerging scholarship on the role of AI in education. They are also consistent with the University of Chicago's broader goal of ensuring that we teach our students to think 1vith, without, and about AI.

Putting the Vision into Practice

The Law School is implementing this vision through policies that apply to the major elements of the law school curriculum: required 1L core courses, 1L legal research and writing, elective courses, upper level writing requirements, and clinical education. We outline these policies below.

Required 1L Core Courses. The 1L year is a crucial, formative period for law students. It lays the foundation for the development of critical thinking, legal writing skills, and strategic judgment throughout law school and in professional life. During the 1L year, the value of effortful struggle, even with concepts that are second nature to experienced lawyers, is paramount. Student expertise at judging the quality of AI output is at its nadir. The need for faculty to work together to create a consistent, AI-resilient approach to pedagogy is especially acute in this setting. For this reason, the Law School is adopting rules that set consistent norms for AI-resilient teaching and assessment across all 1L sections in all 1L core courses (Civil Procedure, Torts, Elements of the Law, Contracts, Property, Criminal Law, Constitutional Law, Statutory Interpretation, and Transactional Lawyering).

We will be piloting a coordinated approach to classroom and examination policies for the core 1L curriculum during the 2026-2027 academic year. **Across all 1L sections, we will prohibit the use of electronic devices such as laptops, tablets, and phones in the classroom.** There will be some limited exceptions to this policy. For instance, professors can designate classroom "scribes" who can use electronic devices to take notes for the class, professors can authorize electronic device use for specific tech-enabled activities (such as interactive in-class polling), and we will ensure that disabilities are accommodated in conformity with applicable law, as appropriate for the program of study.

Additionally, examinations will be in-class without access to the internet, electronic files, or apps. And most of all, we will continue our longstanding tradition of emphasizing the Socratic Method as part of these courses. This coordinated approach reflects our experience, and an emerging scholarly consensus, that active, in-person engagement is conducive to learning. Reliance on devices to take notes or assist with answering questions tends to inhibit reflection and reasoning.

1L Legal Research and Writing. We are taking a different approach to 1L Legal Research and Writing (LRW). Many (if not most) students will spend their 1L summers in professional environments where they will be expected to use AI tools for research and writing tasks. Thus, the LRW curriculum must also include instruction in the responsible, effective, and ethical use of AI. At the same time, even AI skills training must itself be AI-resilient. By the end of their 1L year, our students should have the ability to review, assess, and improve the output of AI tools. Developing these skills requires human interaction as much as it requires AI tools. Hands-on

work with AI tools in classroom settings and individualized feedback on writing must be components of instruction on the use of AI in legal research and writing.

We will thus be piloting a new structure to the LRW curriculum during the 2026-2027 academic year. Our approach will treat writing without AI as the foundation and will layer writing with AI onto it. Throughout the year, students will write without AI, while also using AI for research, revision, iterating on drafts, and preparation for oral argument. Students and their instructors will review together both their writing and their use of AI. In this way, students will develop their own writing skills independent of generative AI tools while also developing their ability to supervise AI and critique its output.

Elective Courses. As students progress from their foundational training in required 1L classes to elective courses, the need for coordination across sections abates, and the benefits of heterogeneity increase. Thus, in the upper-level curriculum and the elective courses that 1Ls take in the Spring, the goal of our AI policies shifts to providing guidance and fostering experimentation. For these courses, the use of the Socratic Method, no-device policies, and in-class, no-access exams will remain, but as default rules rather than required policies.[1]

In all elective courses, we will encourage instructors to experiment with pedagogy. Some methods of teaching and evaluation have enhanced value as AI-resilient methods. These include modes of formative assessment such as midterms, group projects, oral presentations, and peer-to-peer feedback. At the same time, AI itself creates opportunities for new forms of teaching and assessment. Our faculty have already begun experimenting with tools such as custom chatbots that serve as study aids, AI-generated practice problems, and the like. None of these particular modes of teaching and evaluation is required, but we will support experimentation with modes such as these.

Finally, as students advance in their legal training, the need for classes that explore responsible, effective, and ethical use of AI grows. To this end, we have already added a number of courses that explicitly focus on the use of AI (and even the creation of AI tools for legal work). These courses are all offered as electives, so that students can select how many AI-focused classes, and which of these classes, they wish to take. We plan to continue to grow our upper-level offerings on AI.

Upper-Level Writing Requirements. Writing is crucial to lawyering. Not only do most lawyers do a considerable amount of writing, but the practice of writing cultivates the practice of deep, sustained, and critical thought. Yet the primary modes of writing in the upper-level curriculum-research papers and reaction papers-are under stress in a world in which AI can produce plausible and substantial academic papers without the kind of human input that paper-writing is intended to involve.

This is a particularly difficult challenge. Some responses, such as requiring writing to take place in supervised, in-class settings, address the need to cultivate practice while ensuring original human effort. Yet such requirements lose an important aspect of the exercise of writing, which is sustained and independent effort across hours, days, and weeks to create a significant piece of work. This is a valuable formative exercise for thinkers and lawyers, and we cannot wholly abandon it in favor of writing methods that are easier to administer in AI-resilient ways.

Thus, we are developing an approach that introduces elements of AI-resilient design while sustaining the project of training students to undertake ambitious and independent writing projects. The rule based element is a change to our "SRP" (substantial research paper) requirements, which will take effect beginning with this year's class of rising 2Ls. Writing an SRP is a requirement for completion of a JD degree, and the criteria for an SRP already include (roughly) substantial length, independent research, original ideas, incorporation of feedback from faculty, and iteration across drafts. These requirements incorporate elements of serious academic and legal writing. We will be adding one additional requirement, which is that all students will be required to engage in an oral discussion of their SRP with their supervising professor, in an in-person setting. This discussion will occur after a complete draft (or final version) of the paper has been submitted to the professor. The discussion could take place one-on-one, or as a class presentation in the style of an academic workshop. Either way, the oral exchange will involve the student answering questions that probe the reasoning of the paper and the implications of its arguments.

The motivation for this new requirement is twofold. First, this requirement makes the SRP more AI resilient by providing a test of a student's thinking about what they have written in a setting where they cannot lean on technology. It does so without sacrificing any of the unsupervised, independent effort that must be a part of serious, sustained writing.

Second, this requirement imparts valuable skill-building for both legal practice and academic life that is justified on its own merits, without regard to AI. We are training students for a profession where they will be called upon to explain and defend their ideas in person and in real time,

whether in the courtroom, during negotiations, when counseling clients, or when working in collaboration with other lawyers. Indeed, one of the hallmarks of intellectual life at the University of Chicago Law School is our robust workshop culture, in which faculty regularly present their own research paper drafts and address questions, suggestions, and criticisms from colleagues. An oral discussion component to the SRP is a way to formalize a piece of that workshop culture for all students.

Experimentation is the other element of our approach to upper-level writing assignments. For all upper-level writing, we encourage faculty to experiment with different modes of structuring writing assignments in AI-resilient ways. Some examples could include:

- In-class student workshops of their papers;
- Writing reaction papers or portions of longer papers in supervised, in-class settings;
- Group presentations or panel discussions by students with related reaction paper topics;
- Students, individually or in groups, leading portions of class discussion relevant to their reaction paper topics; and
- One-on-one discussion of a research paper with the professor outside of class.

Many other possibilities exist, of course, and the point of experimentation is to find the options that best ensure our students learn writing and critical thinking skills.

Clinical Education. The role that clinical education plays in preparing students for practice will be even more important in the AI era. Client needs and expectations will create pressure for graduates to be able to immediately use AI responsibly, effectively, and ethically. As a practical matter, this means that for many graduates, law school clinics are the best opportunity to receive close and careful supervision of their use of AI tools.

Further, clinical work often goes to the heart of what is essentially human about lawyering: advocating to judges, juries, and policy makers; understanding and being present to clients; strategizing about both the doctrinal and the practical aspects of a case; and developing rapport with counterparties and adversaries. These are all skills that our students learn from our clinical faculty. Thus, clinics are a crucial site for learning 1vith, without, and about AI.

To these ends, we have been obtaining access to AI tools for our clinics. These include general-purpose legal AI tools and tools that are specifically designed for transactional work, immigration work, and litigation discovery. We are also in the process of procuring additional tools. Further, the clinics are each developing their own policies, tailored to their practice areas, for appropriate use of AI and to safeguard against AI-created errors in court filings and other work product. As these tools and policies are implemented, the goal is to ensure that all students in clinics are working both with AI and without AI for real clients in real practice settings.

Final Thoughts

Beyond these changes to our curriculum, three additional principles will inform our thinking.

First, we will strive to ensure that our AI policies are transparent, explicit, and explained. To that end, **each instructor must state their AI policy explicitly in the course syllabus and describe the policy in class.** And, as we confront new circumstances that require changes to our policies, we will communicate those clearly to our students.

Second, we will try to stay up to date on new AI tools and the best practices for how to use them. We have already been working with alumni and other employers to understand how legal practice is incorporating AI, and we have been partnering with technology firms to secure access for our students, faculty, and staff to the AI tools that leading firms are using. We have also been having regular conversations among our faculty to share information about the use of AL We are committed to continuing to do what we can to stay current in this time of rapid change.

Finally, we will regularly reconsider these policies with ongoing input from our faculty, students, and alumni. We recognize that no statement of an AI strategy or vision can be final. Technology is changing too fast. Thus, all the changes we are currently making will be subject to review, reconsideration, and revision as we learn more and as both technology and the practice of law evolve.

===

[1] We will continue to offer courses that are cross-listed with other units, and students will still be allowed to enroll in courses offered by other units. Depending on the rules of the other units, these courses may have different policies than the electives offered solely within the Law School. \Ve will work with instructors and other units to navigate any conflicts that may arise in the policies of different units.

===

Source: https://www.law.uchicago.edu/news/ai-strategy-statement.

Posted by California Policy Issues at 3:30 AM No comments:

Labels: plagiarism, U of Chicago

Straws in the Wind - Part 414

From Inside Higher Ed: *Despite a drop in net tuition prices over the past several years, a new survey shows that the majority of Americans believe four-year colleges aren't committed to affordability. ...Gallup and the Lumina Foundation published the results of a June web survey of 2,043 adults that asked about their views on college value and affordability. Although other recent data shows falling confidence in higher education over the past decade, nearly three-quarters of parents surveyed said they would prefer for their child to pursue some type of postsecondary pathway immediately after high school. And 38 percent of those parents want their kids to attend a four-year university, compared to 19 percent who want their kids to enroll in a community college and 17 percent who want them to enroll in a job-training or certification program. And 53 percent of respondents also said four-year colleges were "excellent" or "good" for advancing new knowledge and finding new discoveries, compared to 46 percent who said the same about community colleges...*

At the same time, survey respondents gave four-year colleges the lowest marks on affordability, with 63 percent saying that those institutions are doing a "poor job" of making college affordable; just 12 percent said they were doing a good or excellent job. And among the 26 percent of parents who didn't want their child to enroll in a four-year college, the most cited reason was that they believe it's too expensive...

Full story at https://www.insidehighered.com/news/students/academics/2026/07/22/survey-majority-americans-say-college-not-affordable.

Posted by California Policy Issues at 3:20 AM No comments:

Labels: tuition

Will Harvard Continue to Lead the Charge? - Part 182

From the Sacramento Bee: *California Attorney General Rob Bonta is backing Harvard University in its legal fight over frozen federal research funding, arguing the Trump administration's actions could ultimately threaten California's public universities and the state's research economy.*

Bonta joined a coalition of 20 other attorneys general in filing an amicus brief Wednesday urging the U.S. Court of Appeals for the First Circuit to uphold a lower court ruling that blocked the Trump administration's freeze of more than $2 billion in federal research funding for Harvard. The coalition argues the case will determine how much control the federal government has over universities through research funding. "We cannot allow the federal government to weaponize grant funding as leverage to force colleges and universities to cave to political demands," Bonta said in a press release. "California stands with Harvard and in support of academic independence, free speech, and the vital research that supports our communities."*

Full story at https://www.sacbee.com/news/politics-government/capitol-alert/article316632141.html.

===

*https://oag.ca.gov/system/files/attachments/press-docs/2026722-ca1-multistate-amicus-harvard-v-hhs-et-al.pdf.

Posted by California Policy Issues at 3:10 AM No comments:

Labels: Harvard, politics

Saturday, July 25, 2026

Just stay away from Wilshire

Closure of Eastbound Lanes on Wilshire Bl

Summary

Construction for the Westwood/UCLA Station continues July 25 to 31.

Work includes drilling for the elevator casing at the southeast entrance.

Eastbound Wilshire Bl will be closed between Gayley Av and Westwood Bl.

Schedule

- July 25 to 31
- Saturday and Sunday: 6 am to 3 pm
- Monday to Friday: 9 pm to 6 am

Traffic Control

- All westbound lanes will remain open.
- Eastbound traffic will be diverted to Santa Monica Bl via Sepulveda Bl or Veteran Av and then back to Wilshire Bl via Westwood Bl.

Pedestrian and Business Access

- Sidewalk closures will be in place in the immediate work area; pedestrians should follow posted detour signage.

Noteworthy

- All work has received necessary permits and approvals.
- Access for emergency responders will be maintained at all times.
- Parking restrictions will be enforced in the work zone.
- Construction schedules are subject to change.
- **24/7 Hotline:** 213-922-6934

Source: https://cloud.sfmc.metro.net/Closure_Eastboundlanes.

Posted by California Policy Issues at 8:11 AM No comments:

Labels: traffic, UCLA

Normal

The state Normal School in downtown LA c1898 on the site of what is now the Central Library. The Normal School was later moved to Vermont Avenue and Normal Street, now the site of LA City College, and became UCLA in 1919.

View today vs then:

Source: https://waterandpower.org/museum/Early_City_Views%20(1900%20-%201925)_2_of_8.html#State_Normal_School.

Posted by California Policy Issues at 3:30 AM No comments:

Labels: miscellaneous, UCLA

Newer Posts Home Older Posts

Subscribe to: Posts (Atom)

Simple theme. Powered by Blogger.